

The University of Trinidad and Tobago

School of Learning Cognition and Education

IDES210E: INSTRUCTIONAL DESIGN

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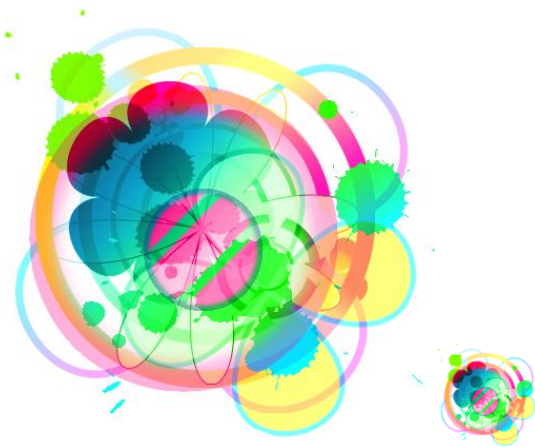


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NEEDS ANALYSIS REPORT

PURPOSE OF STUDY

The knowledge of the vowels and their sounds are essential for students to be effective in mastering early writing and reading skills. An understanding of vowels and their sounds is useful as this knowledge is a necessary base for reading and spelling new words. The purpose of this study is to allocate ways to deal with this situation of students not being able to identify and sound out their vowels.

Audience - Second year students at the Jack and Jill primary school

Participant - The students and teachers of the second year class

Data collection - Data was collected on their knowledge of vowel sounds in a written and oral test, marked out of twenty.

Analysis - This was done to see how well the students know the vowel sounds.

Problem Statement –Eighty five percent of second year students are having problems identifying vowel sounds. The effects of this problem is that students were unable to sound out the three letter word once a vowel is included and at this point they will be unable to move on to standard one if this problem isn't solve.

Final recommendation- Students will be taught to identify the short vowel sounds through the use of flash cards, stories, videos and songs. Worksheets and other methods will also be used to reinforce short vowel sounds.

CONTEXT ANALYSIS REPORT

AUDIENCE

General Characteristics and Academic Background– The audience is composed of twenty two second year students, 10 being boys and 12 being girls ranging in ages of five to seven years old.

Entry competencies –

- ~ Students must know the letters of the alphabet
- ~ They should be able to identify all of the letters in the alphabet.

Social characteristics

- ~ Students enjoy working with each other
- ~ They enjoy interactive games
- ~ The use of unusual resources in the class motivates them

Learner style

- ~ Visual
- ~ Musical
- ~ Interpersonal
- ~ Intrapersonal
- ~ Body – Kinesthetic
- ~ Linguistic

ENVIRONMENT

Orienting Context-

The students goals in this instructional package, is for the students to master the short vowel sounds *a,e,i,o,u*. This would help the students with their phonemic awareness and vocabulary.

The teachers also play in an important role to effectively teach the topic to meet the needs of each student in the class. Also the teacher believes that students should become actively engaged through various activities that the teacher planned for the lessons. The teacher also wants a safe and healthy environment for her students and herself.

At this stage in the student's level they would believe that pronouncing these short vowel sounds is an easy task. As these vowels are put to make words for example *cat*, students may have difficulty in sounding out the entire word. The learners in this classroom environment would be willing to learn due to the various games and activities for them to participate in. Also the teacher would use different strategies and techniques to meet the learners according to Howard Gardener's multiple intelligences.

Instructional Context

<i>Factor</i>	<i>Consideration</i>
Lighting	The classroom is well lit with florescent bulbs so that no student would be straining their eyes to do anything. The switches are accessible for the students to reach, so they can gain some form of responsibility. For some of the lessons the teacher would take the class outside under a tree from to get that natural light.
Noise	Due to the classes being close together, the noise level may affect the class, especially when there is absence of a teacher. The school is not situated close to any highway which is a plus for the school. Then teachers therefore can have a few sessions in the courtyard with his/her students.
Temperature	In the classroom there are two fans, one in front and the other located at the back. The classroom also contains four windows, which also helps to keep the temperature cool.
Seating	There are small triangular tables accompanied with chairs which form seven circles. This seating arrangement is suitable for students because it allow students to work with each other cooperatively in groups and also allows them to see clearly on the whiteboard.
Equipment	The school currently has a projector which the teachers have access to. A small computer lab is located on the first floor which consists of ten computers. The Ministry of Education has also provided numerous resources that the student could employ.

Transfer Context

The teacher would allow the students to transfer their new knowledge by giving them a diverse range of resources, to see how well the students understood. This will be done by having stations (learning centres) located in the classroom with various games and activities based on the short vowel sounds they have learned.

CONTENT ANALYSIS

Facts or verbal information –

- ↻ Each vowel has two sound (long and short sound)
- ↻ A vowel is always A, E, I, O, U and sometimes Y (because it can sound like other vowels)
- ↻ Every word must contain a vowel
- ↻ Short vowels do not say their name

Concepts –

- ↻ The sound of the short vowel is short
- ↻ By changing the sound a vowel make you can change the way the word is pronounce.

Principles and Rules –

- ↻ When there is only one vowel in a word and it is anywhere except at the end of a word it usually has a short sound example **cat**.
- ↻ Where there is only one vowel and it come on the end of a word you get a long sound

Procedures-

- ↻ Show the children a vowel
- ↻ Then the teacher would model the correct sound of the vowel
- ↻ The teacher would the vowel in a word example /a/ as in bat
- ↻ Teacher would use other examples - 'a' as in cat , hat, rat and sat
- ↻ The teacher would ask the students to make the vowel sound again
- ↻ Students would then repeat the correct short vowel sound

At present, the students are unable to:

- ~ Identify the vowels
- ~ Make the correct vowel sound
- ~ Distinguish between the sounds of the vowels
- ~ Use vowels to complete, read and spell three-letter words.

At this stage they should be able to:

1. Identify the vowels
2. Differentiate the sounds of the letters of the alphabet
3. Match three letter words to the correct vowel sound.
4. Construct three letter words that contain vowels using letter cut-outs
5. Select a word and correctly pronounce the vowel sound in the word

OBJECTIVES & STRATEGIES

1. Objective: students would be able to identify the vowel by saying the vowel's name

Domain: Cognitive

Level: Knowledge

Strategy: The teacher would use flash cards or power point (to included technology) and allow students to see the word and say the word.

1a. Affective Domain (Responding) - Students would be able to demonstrate their knowledge of the sound of the letter that they are making.

Strategy: Each table would have five of each vowel placed on the table. When a particular vowel sound is made the students would hold up the vowel that they think is giving that sound.

2. Objective: Students would be able to differentiate the sounds of the letters of the alphabet

Domain: Psychomotor

Level: Perception

Strategy: with the use of technology the teacher would play an audio with the short sound of the vowel along with the other sound of the letters of the alphabet.

2a. Affective domain (internalizing) student would be able to listen to the sounds and determine which vowel sound is it.

Strategy: student would listen to the audio tape attentively and discuss the sounds they are hearing.

3. Objective: Students will be able to construct three letter words containing a vowel

Domain: Cognitive

Level: Synthesis

Strategy: some students would be given letter cut outs to stick on themselves.

3a. Affective domain (Responding) students would be able to enjoy selecting the correct word to match the vowel sound.

Strategy: by doing the various activities using the same objective student would enjoy doing the lesson.

4. **Objective:** Students will be able to construct three letter words that contain vowels using letter cut-outs

Domain: Psychomotor

Level: Imagination

Strategy: The teacher would have letter cut-outs and student would use these letters to make words that have a vowel in them.

- 4a. **Affective domain (receiving)** - Students will be able to practise reading three-letter words containing vowels.

Strategy: The teacher would have three letter words in a pull string bag for each table. Each student would pull out a word from the bag and say the vowel sound in the word, and then practise saying the word.

LESSON ONE

Topic: vowels

Age Range: 5– 7 years

Class: Second year

Average age: 6

Subject: Reading - Phonics

No. of boys: 10

Students in class: 22

No. of girls: 12

Objectives: At the end of this lesson

- Students would be able to identify the vowel by saying the vowel's name Cognitive Domain (Knowledge)
- Students would be able to demonstrate their knowledge of the sound of the letter that they are making Affective Domain (Responding)

Prior Knowledge:

- Students know their alphabet

Resources:

- Flash cards/ power point
- 5 Vowel cut- outs of A,E,I,O,U
- Whiteboard
- Whiteboard markers

Introduction: The teacher walks in the class singing the BINGO song but instead of singing BINGO she would be singing A, E, I, O, U and vowels was their name O.

Teaching Procedures / Activities:

Content/ Skill/ Value Development	Teaching Strategies	Student Activities
SECTION 1 Introduction continues	The teacher then asks the class what was the letters she was talking about.	Students answers accordingly and tell the teacher that it was vowels she was talking about.
SECTION 2 Vowel sounds	The teacher then pulls a flash card with the letter “a” on it. Then she asks them what letter is this? Then she would model the correct sound for them to follow.	Students would say the name of the vowel and repeat the modelled sound of the vowel several times. <ul style="list-style-type: none"> • Student would touch their heads and say the sound • They would jump up and down and say the sound • They would clap their hands and say the sound
SECTION 3	The teacher would repeat the same steps with the other vowels.	Students would be actively engaged in sounding out the other vowels and doing body movements to keep them actively involved in the lesson.

Verification of Learning:

Teacher will ensure that learning is taking place during the lesson by questioning the students and making them repeat the correct thing.

Closure:

Teacher recaps the sounds the vowels A, E, I, O, U

Teachers Reflection or Appraisal of Lesson:

Evaluation:

The teacher would have pieces of paper with vowel on them for each student to pick from. Student would select four pieces of paper each. Then the four vowel that was selected the students would say the vowel and give the short sound that it makes.

[Assessment would be under each lesson in the evaluation section](#)

LESSON TWO

Topic: vowels

Age Range: 5– 7 years

Class: Second year

Average age: 6

Subject: Reading - Phonics

No. of boys: 10

Students in class: 22

No. of girls: 12

Objectives: At the end of this lesson

- Students would be able to differentiate the sounds of the letters of the alphabet.

Psychomotor Domain (Perception)

- Students would be able to listen to vowel sounds in order to verify which vowel sound it is. Affective domain (internalizing)

Prior Knowledge:

- Students would have been previously exposed to words through their everyday

Speech and concepts taught at the preceding level.

Resources:

- Flash cards
- Audio tape with vowel sounds
- CD player
- Whiteboard
- Whiteboard markers

Introduction: With the aid of technology the teacher would play an audio CD containing the short vowel sounds and also the sounds of the consonants.

Teaching Procedures / Activities:

Content/ Skill/ Value Development	Teaching Strategies	Student Activities
SECTION 1 Introduction continues	The teacher would play the audio tape containing short vowel sounds and consonants	Students will sit in their seats and listen to the audio.
SECTION 2 Sound of the alphabet	The teacher would then play various sounds in the alphabet. For example, she would show them the vowel “a” and play the sound of /h/ and ask them if that’s the sound of the letter a. The teacher would then play other sounds to see if they are the same until the students match the correct one.	The students will be given a chance to internalize the teacher’s request then answer accordingly by critically thinking if the sound is the same. Then students would let the teacher know if that is a vowel sound or not that she is playing.
SECTION 3 Short vowel sound	The teacher will then play the audio CD containing the short vowel sounds. For each one she would ask the class which vowel was that?	The students would then listen to the audio attentively and answer which vowel was it.

Verification of Learning:

Teacher will ensure that learning is taking place during the lesson by questioning the students and making them repeat the vowel sounds

Closure:

To close the lesson the students will sing a song with sounds of the short vowels. The teacher will sing the song and the students would repeat what the teacher says.

Teachers Reflection or Appraisal of Lesson:

Evaluation:

To evaluate how well the students understood the lesson, the teacher would play the audio tape with a vowel sound and ask students to say the vowel sound that is being played. This process would be repeated with the other vowels.

LESSON THREE

Topic: Vowels

Age Range: 5– 7 years

Class: Second year

Average age: 6

Subject: Reading - Phonics

No. of boys: 10

Students in class: 22

No. of girls: 12

Objectives: At the end of this lesson

- Students would be able to construct three letter words containing a vowel Cognitive Domain (Synthesis)
- Students would be able to enjoy selecting the correct word to match the vowel sound. Affective domain (internalizing)

Prior Knowledge:

- Students have been previously taught the different sounds of the short vowels.

Resources:

- Whiteboard markers
- Whiteboard
- Scotch tape
- Chart with vowels

Introduction: The lesson would be introduced using the Kagan's Co-operative Learning Strategy; Find Someone Who. The teacher will present students will stick the letters onto the uniform of the students where it is clearly visible for the students to identify. The students will then circulate around the classroom trying to find others who can contribute to forming a three letter word.

Teaching Procedures / Activities:

Content/ Skill/ Value Development	Teaching Strategies	Student Activities
SECTION 1 Introduction continues	The teacher would give each student in the class a letter and then ask them to identify what sound their letter contains.	The students would then pronounce the sounds of their letter.
SECTION 2	The teacher will then ask the students to form to walk around the class and use the help of their classmates to identify three letter words using the letters that was given to them.	The students will then walk around the classroom looking for other students with letters that will form three letter words.
SECTION 3 Short vowel sound	<p>The teacher will write each word formed by the students on the blackboard.</p> <p>From the factual words the teacher will place them on a separate space on the board.</p>	<p>The students will look at the list of words and with the guidance of their teacher determine which of the words were factual words.</p> <p>With the guidance of their teacher the students will pronounce the vowel in the three letter word, and then pronounce the word.</p>

Verification of Learning:

Teacher will ensure that learning is taking place during the lesson by questioning the students and making them repeat the vowel sounds

Closure:

Closure: The teacher will recall of the factual three letter words that were created by the students. A chart will then be presented containing the categories of Short A, Short E, Short I, Short O and Short U. The teacher would then ask the class to help identify which word goes under which category.

Teachers Reflection or Appraisal of Lesson:

Evaluation: The teacher would present the class with a worksheet in which they will have to draw a line to the correct picture containing short vowel sounds. Pictures presented will be a cat, pen, pig, doll and bus. Based on the results from the worksheet the teacher would be able to determine how well the students understood the lesson

LESSON FOUR

Topic: vowels

Age Range: 5– 7 years

Class: Second year

Average age: 6

Subject: Reading - Phonics

No. of boys: 10

Students in class: 22

No. of girls: 12

Objectives: At the end of this lesson:

- Psychomotor Domain (Imagination) Students will be able to construct three-letter words, using letter cut-outs.
- Affective Domain (Receiving) Students will be able to practise reading three letter words containing vowels.

Prior Knowledge:

- Students know the vowels and the sound each letter makes.

Resources:

- Flash cards/ power point
- Three- letter words
- Whiteboard/ Whiteboard markers
- Pencils/ crayons
- Strips of paper
- Bag

Introduction: Teacher reads story Sock on Pop by Dr Seuss.

Teaching Procedures / Activities:

Content/ Skill/ Value Development	Teaching Strategies	Student Activities
SECTION 1 Introduction continues	The teacher then asks the students to identify any three-letter word they remember from the story.	Students respond accordingly and write the words on the strips of paper.
SECTION 2 Construction of three-letter words	Students are then asked to construct three-letter words of their own and teacher would write the word on the board.	Student would then identify the vowel found in each word and the sound it makes.
SECTION 3 Practice reading of words	Teacher then tells students to choose strips from a bag that contains three-letter words.	Students will then practice saying the vowel in the three letter words and reads the words chosen from the bag.

Verification of Learning:

Teacher will ensure that learning is taking place during the lesson by questioning the students and repetition.

Closure:

Teacher recaps the sounds that the vowel makes and words which contain each vowel sound.

Teachers Reflection or Appraisal of Lesson:

Evaluation:

The teacher uses the power point to evaluate students. In the power point they are various three letter words that the students know that has the short letter a in them. First there is an audio on each slide that goes over the sound of the vowel, and then there are other three letter words for them to sound out on their own.

Continuation: Long vowel sounds.

LINK FOR WEBQUEST

<http://zunal.com/webquest.php?w=106027>

IMPLEMENTATION PLAN

Using the CLEAR model

- **Configuration and linkages** – would be a one to one relationship between students and teachers, followed by student/student relationship.
 - Designer system- teachers
 - Client system- students
 - The configurational relationship chosen was institution
- **Timeline** – This unit would actually take a week to complete, commencing from Monday to Thursday, and on Friday students would do fun filled activities of what they have done from Monday to Thursday.
- **Schedule-** these lessons would take place right after break before lunch. Reason being because students then to have more energy in the morning period.
- **Environment** – most of the lesson would take place in the classroom, however, on Friday we would take the activities outside the classroom.
- **Resources-**
 - Conceptual Resources– which includes the use of technology where we would use the computer, projector, power point, audio and CD.
 - Influence Resources– all students who complete the unit well would be taken for an outing to see Transformers 3 in 3D.
 - Materials Resources- whiteboard, whiteboard marker, crayon, colour pencils, strips of paper, audio, vowel cut-outs, worksheets and webquest
 - Personal Resources- when students missed a day or get sick, we'll provide our time to go over what we missed with the student or students.

REFERENCE

G.R.Morrison, S.M.Ross and J.E.Kemp (2006) Designing effective instruction. Wiley 5th edition .